Lesson Plan

Introduction

- Introduce yourself and your assistant.

- Present the lesson topic, explain the relevance of the lesson to the course, state the duration, and describe scheduled activities and method of evaluation.

- This lesson is important because structural triage is a system which identifies buildings which have a greater probability of having live victims. The marking system provides a clear and uniform system indicating the building's structural status and work done by CSSR team, live or dead victims located, etc.

- Show FC 4-1 to 4-2.

- Present lesson objectives. Ask a participant to read them aloud from the workbook.

- **Ensure that the objectives are clear to all participants.**

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Lesson Plan

Structural Triage

- **TR 4-1.**

- Read and discuss definition.

- Discuss two stages.

- Ask participants to discuss any possible cases in the country or in the region where structural triage may have been used.

- Refer to cases such as Armenia and Colombia, where structural markings were not used and the problems this caused CSSR teams as a result.

Basic Rules for Structural Triage

- **FC 4-3 and 4-5.**

- Discuss importance of following basic rules for structural triage and how this benefits the rescue team.

- Ensure participants understand each of the basic rules.

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Lesson Plan

- Complete the discussion on basic rules and their correlations.

- Make sure participants are filling in the blanks in their workbooks.

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Lesson Plan

Factors in Structural Triage

- **FC 4-6.**

- Point out that these factors must be taken into account when planning a search as well. They will be review in further detail in Lesson 6.**FC 4-7.**

- Continue discussion of triage factors.

- Make participants complete the blank spaces.

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Lesson Plan

Decision-Making Process (graphic)

- **FC 4-8.**

- Discuss decision-making flowchart for structural triage.

- Clarify that this process is carried out mainly by the CSSR Team Leader.

- Allow time for questions and comments.

Lesson Plan

INSARAG Marking System

- **TR 4-2.**

- Give a brief description of the marking system.

- Explain that the former system that was in use included symbols resembling a cross, and when they were used in countries of non-Christian background they were criticized. Afterwards, a meeting was organized by INSARAG with urban search and rescue specialists from Europe, Asia and the Americas, which eventually led to the creation of the system taught in this course.

- **TR 4-3.**

Lesson Plan

Marking System Information
Categories

- **TR 4-4.**

- Discuss symbol information categories.

Location References

- **TR 4-5.**

- Discuss **exterior** location references.

Lesson Plan

- **TR 4-6.**

- Discuss **interior** location references.

- Remind participants that letters and numbers in diagrams always follow a clockwise sequence.

Identifying Floors

- **TR 4-7.**

- Discuss identifying floors in a building. Stress the importance of keeping the same standard among search teams in order to promote coordination and organisation.

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Lesson Plan

Identifying Columns

- **TR 4-8.**

- Discuss location of columns in a building.

- Point out that numbering of columns is organised from right to left, and from the front of the building to the back.

- This system is very important for indicating the location of hazards, victims, bodies, etc. within the structure.

- Use examples.

- Questions/comments?

Structure Assessment Marking

- Begin describing the building marking system.

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Lesson Plan

- **TR 4-9** and **4-10.**

- Explain all information categories contained in structure marking as shown in Figure 6.

Lesson Plan

- **TR 4-11.**

- Discuss Figure 7, clarifying that this is not a completed building mark and shows work is in progress.

- Explain information contained outside and inside the square, and what they mean in the current state of the marking.

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Lesson Plan

- **TR 4-12.**

- Discuss Figure 8, explaining the meaning of the circle. Review the general information contained in the completed marking, and what it all means to other rescue teams that might encounter this marking.

Marking Victim Locations

- Begin discussion on victim markings.

- Discuss the importance of identifying the location of potential victims and the various markings that are used to denote whether they are dead, alive, or unknown.

- **TR 4-13** and **4-14.**

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Lesson Plan

- **TR 4-15** to **4-17.**

- Explain how numbers can be crossed out and a new number written as victims and/or bodies are recovered.

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Lesson Plan

- Explain circle meaning victim or body removed and operation is complete.

- Remind participants to fill in the blanks in their workbooks. At the end of the lesson they will be completing an exercise on the marking system.

General Hazard Marking

- **TR 4-18.**

- Discuss use single strand of tape cordoning for general hazards.

- Discuss how it will be used during the course and in real-life situations.

- **TR 4-19.**

- Explain the use of crossed tape for a collapse or hazard zone.

- Discuss how it will be used during the course and in real-life situations.

Lesson Plan

Facility and Vehicle Markings

- Review basic markings.

Team and Function Markings

- Discuss how personnel should wear the proper labels and uniforms for proper identification.

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Lesson Plan

Other Symbols

- **FC 4-9** to **4-11.**

- Discuss team and function markings, colour-coding for identifying CSSR teams.

- See RM 4-6.

- Discuss remaining symbols and use examples of each. Spend enough time on each one so that they are clearly understood.

- Inform participants that the Reference Material also includes sound signals for the work site as well as visual signals for communicating with crane operators.

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Review

- Lesson objectives and other main points.

- Ensure that lesson objectives have been met.

Evaluation

- Remind participants to study the RM in preparation for Post-Test.

- Ask participants to complete Lesson Evaluation Form.

Closing

- Collect Lesson Evaluation Forms from everyone.

- Thank class for their participation and announce the next lesson.